



Education Strategy Group

Darlington Alternative Education Framework

Quality Assurance

2. Behaviour Protocol

Ethos / expectations

To promote a constructive climate for learning, a close working partnership and regular communication between the home school and provider is essential. There must, therefore, be a named contact person in both the home school and provider responsible for communication.

Appropriate choices

When an organisation is considering an alternative provision programme it is expected that organisations will support those students who have a realistic prospect of success on this route, in the professional judgement of staff who have worked with the students. Student engagement and competency are essential requirements but the fact that the programme may be taking place in unfamiliar surroundings must also be taken into consideration. It is crucial therefore that students and parents / carers have a clear understanding of the programme, that appropriate IAG has been given and that students are aware of the expectations and codes of practice operated in the provider.

Appropriate background information

Information about each student must be provided by the home school for provider staff. This should be in the form of a fully completed Darlington VPP passport.

Promoting and rewarding positive behaviour

Positive behaviour should be recognised and praised. Discussion between home school and provider about approaches to positive behaviour is essential and should inform how these will operate for students in alternative provision. The named contact person in both the home and alternative education provider will be responsible for communicating success.

Partnership working / managing concerns

Student behaviour is managed most effectively when all partners work together and present a consistent approach. It is essential that knowledge of policies and procedures regarding the management of concerns or poor behaviour is shared between the provider and the home



school, by the named contact persons. In addition, ethos and expectations regarding behaviour should be made clear to students at the point of induction (see Induction Protocol).

Students must never be excluded from provider premises and sent home without prior agreement of the home school. The school will contact parents (for safeguarding reasons). If parents are not available, the school will take responsibility for the student.

Unacceptable behaviour

Early intervention is extremely important. Regular communication between institutions should reduce the incidences of poor behaviour. Incidents of poor behaviour should be dealt with by the appropriate staff at the provider. Records should be kept by the alternative education provider and communicated to the designated person at the home school.

Serious misconduct

Serious misconduct includes:

- persistent disruption
- verbal / physical abuse, intimidation
- bullying (including cyber bullying)
- damage to property
- theft
- 'dealing'
- harassment and prejudice-related behaviour

In the event of serious misconduct the home school must be contacted as soon as possible, and the following procedures adopted:

- The incident may be discussed at a senior level within the provider, also the matter will be reported to the designated person in the home school who may refer to senior staff in their establishment.
- An incident report outlining the issue(s) must be completed.
- The student will, if appropriate and in discussion with the home school, be temporarily suspended from the course. The home school will deal with the incident, once they have the necessary information, as they find appropriate.
- It is the responsibility of the home school to ensure that a discussion takes place between all stakeholders to determine the next steps / course of reintegration as soon as possible to avoid unnecessary breaks in education.

(This protocol is one within a series of protocols and should not be considered in isolation. Protocols may be reviewed and are subject to change)